DOCUMENT RESUME

ED 036 819 CG 004 974

AUTHOR Ryan, Charles W.; Whitman, Russell A.
TITLE Video Aides in School Counseling--Some Practical Innovations.
INSTITUTION Maine Univ., Orono.
PUB DATE [69]
NOTE 11p.

EDRS PRICE EDRS Price MF-$0.25 HC-$0.65
DESCRIPTORS Closed Circuit Television, Counseling Effectiveness, Counseling Programs, *Counseling Services, Counselor Functions, *Guidance Programs, Guidance Services, *Innovation, *Televised Instruction, *Video Tape Recordings

ABSTRACT

This paper examines the potential of video tape and closed-circuit television as an addition to a counseling and guidance program. A review of literature in this area is given. The technical competence for operating the equipment is limited. Suggestions for the use of extra equipment (wide angle zoom lens) in special situations are given. Confidentiality must be considered when using video tape equipment. Suggestions for the use of video equipment are given. The counselor, as an information resource, provides data on tests, colleges and jobs. Standardized materials on these subjects could be stored on video tape thereby reducing time needed for this activity. A table of school applications of video tape potential users of video tape is given along with references. (EW)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED036819

VIDEO AIDES IN SCHOOL COUNSELING -- SOME PRACTICAL INNOVATIONS

Charles W. Ryan
Russell A. Whitman

Time, the counselor's dilemma -- members of the school counseling profession have increasingly lamented the paucity of time in which to carry out those functions deemed essential in counseling and guidance. The rapid and complex growth of American culture is creating new demands and stresses within the ranks of pupil-personnel workers. Realizing the increasing need for assistance in performing the myriad number of guidance tasks, additional para-professional help must be trained in increasing numbers. However, the demand for counselor aides outstrips the supply, and school counselors must seek relief from other sources.

The purpose of this paper is to examine the potentialities of video tape and closed-circuit television as a vital addition to a counseling and guidance program. Yes, sensitive listening and empathy are recognized as key ingredients of personnel work and will remain so. However, we suggest that video tape and closed-circuit television systems will provide free time in the counselor's crowded schedule for increasing personal contact with students. After a brief review of the literature in this area, this paper will present a series of potential applications of video systems in the school counseling program.

Early research by Medley and Mitzel (1963) indicates that video tapes would provide reliable and accurate records of teacher classroom behavior for valid content analysis. Additional research and utilization of television recordings in teacher training by Oliver (1964), Acheson (1964), and Scheuler and Gold (1964) describe video tape as an aid in the modification of teacher trainee behavior.

Charles W. Ryan is an Associate Professor of Education and Russell A. Whitman is an Assistant Professor of Education at the University of Maine, Orono, Maine.

CG004 974

Literature in the counseling area indicates that counselors can benefit from an examination of their physical manifestations on video tape (Walz and Johnston, 1963). Kagan, Krathwohl, and Miller (1963) used video tapes to examine the interpersonal relationship between counselor and client via a structured recall process. A recent paper by Poling (1968) states that video tape recordings provide immediately available verbal and non-verbal information which can be used in counseling supervision. In an extensive review of the literature regarding studies of non-verbal behavior, Hertweck (1966) divided past research into five categories: (1) still photographs (paper and candid); (2) drawings and sketches; (3) movies (silent and sound); (4) actual observation; and (5) vocal expression. These studies indicate a concern by the counseling profession to dichotomize and study many types of client behavior by audio-visual methodology. The cited literature implies that emotions are conveyed by other than verbal means and are open to study by the counselor.

Also, the use of television and video tapes may be effective supplements to training, teaching, and other counseling problems. Research by Walz (1963) and Kepper (1963) illustrates the use of television in teaching guidance principles. Beachley (1959) demonstrated the use of television to teach career information. Some of her findings revealed that student attendance was consistently high, students requested specific career brochures mentioned on the telecasts, and parents began to attend the panel presentations as members of the unseen audience. These studies suggest a multitude of variations that could be utilized to enhance the counseling and guidance program.

Group counseling and group therapy have witnessed a recent surge of interest, and the application of television techniques has improved process analysis. Stoller (1965, 1966, 1967, 1968a, 1968b) has been extremely conscientious in developing focused feedback -- a technique utilizing a video tape recorder within the group

situation to provide immediate feedback. Facial tics, body twitches, group interaction, and verbal content are processed by the group. An enormous amount of material can be analyzed. In fact, video tape may present too much data.

Because video equipment is within the economic reality of schools (about $1,300), it is essential that practicing school counselors begin conceptualizing possible applications of this media. New portable video tape decks are available which offer the school counselor a vitalizing medium to enlarge his understanding of the counseling process and increase the scope of his services. There is every reason to believe that one-to-one counseling, group counseling, and the guidance functions of the counselor could be enhanced and expanded.

Technical Competency:

The technical competence required for operating the equipment is limited. In many respects, the operation of video tape equipment is similar to audio taping. Magnetic tape is used to capture both sound and visual reproduction. Three separate pieces of equipment weighing about 100 pounds comprise the video tape unit (tape recording deck, television monitor, and camera). Some familiarity with this equipment will be needed prior to actual taping to insure proper cable hook-up, threading, and lens adjustment. The new compact equipment can be set up and used by one counselor in about ten minutes.

In some special situations, experience has revealed that extra equipment is useful. A wide-angle zoom lens has proven most helpful for taping group counseling sessions. Also, two cameras with a switcher permits scanning of individual group members. A camera with a fixed-focus lens presents some limitations; therefore, the zoom lens is recommended, particularly for close-up shots and counseling young children because of their mobility. Prospective purchasers of video equipment will need to consider the compatibility of different brands. Interchangeability between Sony (General Electric uses Sony), Ampex, and Shibaden equipment is technically

possible, but necessitates purchasing special equipment (Ryan, 1969).

Confidentiality:

Some concern must be given to indiscriminate use of video tapes and confidentiality. For counselors and counselor educators, it seems advisable to adhere to APGA standards regarding confidentiality and client's rights. Additional research on this problem is needed. Our experience to date has shown that clients do not view video taping of interviews with undue alarm. In fact, there seems to be some type of "halo effect" working. Our clients have been quite eager to view themselves on video tape. In part, this may be a reflection of the tremendous impact television has had on American culture. Also, widespread use of television in the schools has had some effect, if only in exposing students to the medium.

Applications in the School:

Obviously, one advantage of video tape is its time-saving possibilities. Initially, the counselor's video tape efforts will be demanding, but once a tape is completed, it can be stored and used many times to present the same type of information in a number of different situations. This relieves the counselor to carry out other functions of his job. Furthermore, video tape presentations demand an exactness that requires the counselor to carefully plan what he wants to present. Carrying out this obligation should improve the quality of his presentation. Video tape offers the counselor an opportunity to inform his clientele in a more engaging way. Observing someone working on the job, watching a counselor interview, or seeing one's own behavior increases the involvement of the observers.

We would like to suggest the following applications of video equipment in the hope that these will encourage creative innovations by schools.

The counselor's job can be conceived as a series of roles, i.e., information resource, facilitator, orientator, interpreter, teacher, and stimulator. Each of these roles offers numerous possibilities for use of video tape. For example, as

an information resource, the counselor must provide data about local job opportunities, colleges, curriculum offerings, tests, and so on. Storing standardized material on video tape and using it as a referral source for students reduces counselor time needed for this activity. Why should a counselor laboriously repeat an explanation for filling out a college application? Why not place a standardized procedure on a video tape for use by any student when aid is requested? Upon completion of an information tape, the student can check with the counselor and discuss additional questions.

As a facilitator, the counselor must know various sources of information to which students can refer. By utilizing a previously prepared video tape, the student can be shown what materials are available. Furthermore, he can be taught to scan the vocational filing system and use the Occupational Outlook Handbook, college catalogs, etc. Prepared video tapes reduce the number of counselor responses to various student information requests.

Another part of the counselor's task is to be an orientator -- one who acquaints or introduces something new. For example, sixth grade students are often concerned about: "What is it going to be like when I get to seventh grade? What classes do I take? How do I get around from class to class? Who are the people who can help me (counselor, teacher, principal, nurse, etc.)? How can I get to see them?" A well conceived video tape could answer all of these questions and more. It could involve former sixth graders in various roles thus increasing student identification. Such a tape presents students with carefully selected information in a meaningful way.

It is conceivable that a counseling demonstration via video tape would be of interest to students, parents, faculty members, and administrators. Of course, only a microscopic view is presented, but the observer can vicariously experience counseling. As the viewer observes an actual counseling session, his understanding

deepens. Video tape offers the counselor an unusual opportunity to clarify the process of counseling.

As an interpreter and reporter of test results, counselors are obligated to carefully educate their clientele concerning the meaning and limitations of tests. Video tape presentations can assist counselors in explaining what a specific test measures and what its results mean to students, faculty, and parents. As a time saver, one twenty-minute video tape can be shown repeatedly to various groups that have completed the test. The counselor could spend more of his time during one-to-one conferences helping students integrate the test results with their special uniqueness.

Video tape offers excellent potential as a teaching aid. If the counselor is going to be effective with special problems of a specific student, then he may have to adopt the role of teacher. For example, for students needing job interviewing skills, use of video tape allows the counselor to teach such skills more efficiently. A video tape also provides discussion models for other student groups. Model tapes could be prepared that deal with more personal problems, for example, expression and understanding of anger. The video tape would present role situations and permit the students to discuss various alternative actions.

As a stimulator, video tape has several possibilities for application by counselors. Interpersonal dynamics are not easy for students to visualize. Through observation of video tape, a group can watch the behavior of its members and in subsequent analysis develop understanding of group interaction. Examination of individual behavior by counselor and student could provide students with samples of their own behavior from either individual or group counseling sessions.

At this point, the reader is referred to Table 1 for additional possibilities for video tape application in school counseling and related activities.

Insert Table 1 About Here

It is recognized that the suggestions in Table 1 are not inclusive. Counselors, as well as teachers, administrators and boards of education, by imaginative thinking will find many more uses for video tape in communicating with the public, students, and parents. Before embarking on a full-scale program of video taping, several limitations need to be considered. Test interpretation, information giving, etc., demand accuracy. Incorrect data interpretations may adversely influence a larger number of students. Quality tapes can not be made in five minutes. In initial phases, preparation of tapes will be time consuming until the counselor familiarizes himself with the techniques of taping. In addition, the counselor would be wise to review a tape with a team of counselors to insure their appropriateness prior to use.

We hope the above suggestions and comments will be given serious consideration by members of the counseling profession. In an exciting and viable profession such as counseling, all new technologies need to be examined for their relevance to the profession. However, utilization of any innovation should increase the effectiveness of the counselor and increase the time he has for meaningful interaction with his clients. Video tape seems to meet this criterion. In our opinion, counselors would do well to explore the tremendous potentialities of this medium.

TABLE 1

SCHOOL APPLICATIONS OF VIDEO TAPE

Applications	Potential Users of Video Tape				
	Counselors	Librarians	Nurses	Teachers	Administrators
1. Behavior learning models, i. e., hostility.	X		X	X	X
2. Interview models -- jobs, technical school, college, etc.	X			X	
3. Orientation to counseling services, library, health facilities, etc.	X	X	X	X	
4. Procedural learning: drop a course, filling out an application, using Lovejoy's College Guide.	X			X	
5. Transition counseling: grades 6th to 7th or 8th to 9th.	X			X	
6. Orientation of new faculty to counseling services.	X				
7. Test interpretation.	X			X	
8. Case study of students' problems, i. e., learning.	X		X	X	
9. In-service training of staff: student appraisal, sensitivity training.	X		X		X

TABLE 1 (CON'T)

SCHOOL APPLICATIONS OF VIDEO TAPE

Applications	Potential Users of Video Tape*				
	Counselors	Librarians	Nurses	Teachers	Administrators
10. Group procedures: analysis of group process.	X				
11. Mental health and sex education.	X		X	X	
12. Occupational exploration: prepare and store tapes of people at work.	X	X		X	
13. Counselor in-service training, i. e., tape analysis.	X		X		
14. Public relations: PTA discussions, board of education meetings.	X	X	X	X	X
15. Extra-curricular activities, i. e. drama, athletics etc.				X	

*X indicates appropriate personnel to initiate and use the video tape.

References

1. Acheson, K. A. The effects of feedback from television recordings and three types of supervisory treatment on selected teachers' behavior. Unpublished doctoral thesis, Stanford University, 1964.

2. Beachley, C. Careers via closed-circuit television. Vocational Guidance Quarterly, 1959, 7, 67-70.

3. Hertwech, E. R. Semantic differential ratings of counselor non-verbal and verbal communication. Unpublished doctoral dissertation, Arizona State University, 1966.

4. Kagan, N., Krathwohl, D. R., and Miller, R. Stimulated recall in therapy using video tape -- a case study. Journal of Counseling Psychology, Fall 1963, 10, 237-243.

5. Kepper, G. L. Guidance philosophy, principles and practices via television. Personnel and Guidance Journal, September 1963, 42, 60-62.

6. Medley, D. H. and Mitzel, H. E. Measuring classroom behavior by systematic observation. M. N. Gage (Ed.), Handbook of Research on Teaching. Chicago: Rand McNally, 1963, 247-328.

7. Oliver, J. J. Video recordings as a substitute for live observations in teacher education. Unpublished doctoral thesis, Stanford University, 1964.

8. Poling, E. G. Video tape recordings in counseling practicums: 1 -- environmental considerations. Counselor Education and Supervision, Summer 1968, 4, 348-356.

9. Ryan, C. W. Video aids in practicum supervision. Counselor Education and Supervision, Winter 1969, 8, 125-129.

10. Schueler, H. and Gold, M. S. Video recordings of student teaching. Journal of Teacher Education, 1964, 15, 358-361.

11. Stoller, F. H. On TV and the patient's self-image. Frontiers of Hospital Psychiatry, 1965, 2, 1-2, 9.

12. Stoller, F. H. The use of focused feedback via video tape in small groups. Explorations in Human Relations Training and Research, No. 1, National Training Laboratories, National Education Association, 1966, 1-14.

13. Stoller, F. H. Group psychotherapy on television. American Psychologist, 1967, 22, 158-162.

14. Stoller, F. H. Focused feedback: extending group functions with video tape and marathon therapy. G. M. Gazda (Ed.), Innovations in Group Therapy. Springfield, Illinois: Charles C. Thomas, 1968a, 207-255.

15. Stoller, F. H. The use of video tape (focused feedback) in group counseling and group therapy. In G. M. Gazda (Ed.) Journal of Research and Development in Education, Winter 1968b, 1, 30-44.

16. Walz, G. R. Guidance via television. Vocational Guidance Quarterly, 1963a, 11, 116-120.

17. Walz, G. R. and Johnston, J. A. Counselors look at themselves on video tape. Journal of Counseling Psychology, Fall 1963b, 10, 232-236.